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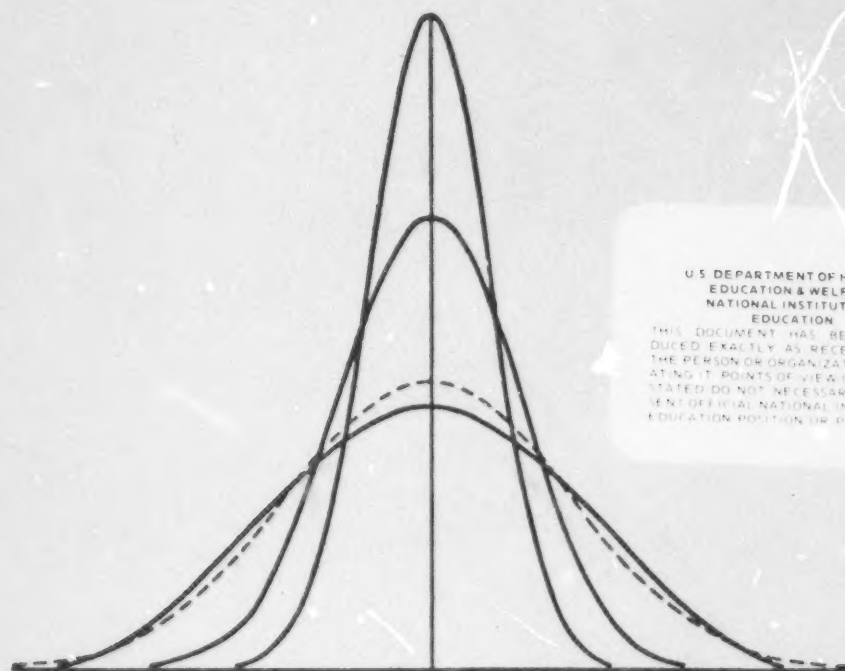
ABSTRACT

The 109-item College Diagnostic Questionnaire (CDQ) was designed to assess student attitudes toward a variety of activities occurring before classes begin at the University of Illinois at Urbana-Champaign (UIUC). The CDQ was administered to the 4,502 freshmen (58% of the total freshmen class) who attended the College Diagnostic Testing Session during New Student Week of August 1972. Many of the questions concerned some demographic characteristics of the students; other items attempted to measure attitudes toward financial status, choice of institution, placement/proficiency (P/P) testing, College-Level Examination Program (CLEP) examinations, the Advance Enrollment Program, high school counselors, University admissions information, and the Three-Year Baccalaureate Study. Most of the items were analyzed according to college enrollment, and responses to some questions were compared to data obtained at last year's College Diagnostic Testing Sessions. (Author)

Research Report

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FALL 1973

AUTHOR(S) Dale C. Brandenburg



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May be quoted in whole or in part if credit is given the source.

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Abstract

The 109-item College Diagnostic Questionnaire (CDQ) was designed to assess student attitudes toward a variety of activities occurring before classes begin at the University of Illinois at Urbana-Champaign (UIUC). The CDQ was administered to the 4,502 freshmen (58% of the total freshmen class) who attended the College Diagnostic Testing Session during New Student Week of August 1972.

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RESULTS OF THE COLLEGE DIAGNOSTIC QUESTIONNAIRE (CDQ)

FALL 1973

Dale C. Brandenburg

All entering freshmen students who attended the College Diagnostic Testing Session in August 1973 (conducted by the Measurement and Research Division [MARD] of the Office of Instructional Resources [OIR]) were administered a 109-item CDQ. In general, the CDQ was designed to collect certain demographic and attitudinal information about a student's background in reference to his/her entering the University. The student responses from this instrument, obtained anonymously, are summarized in this report. Results are presented in verbal summaries and in tabular form.

Questionnaire Development

The items that make up the CDQ were derived from a number of campus units who have contact with entering students. Each of these campus units was contacted by the author to supply items for the CDQ but not all units participated. For each unit that did supply items, a brief justification for item use was requested. This information, including a brief description of the item content, appears in the following paragraphs.

Certain demographic information was requested from most of the campus units. In order to fulfill these requests, all demographic-type items were presented at the beginning of the questionnaire. Most units considered these items as important if further in-depth analyses were going to be undertaken.

A set of items concerning students' reasons for attending UIUC and the choice of institution was supplied by the Office of Admissions and Records (Walter Washington) and the Vice-Chancellor's Office (Anthony Graziano). The intent of these items was to determine how many students chose UIUC as a first choice and why these choices occurred. A secondary purpose was to ascertain the type of image UIUC has for entering students.

A third set of items was directed toward supplying information about the students' financial background. These were formulated by Anthony Graziano. Of particular interest was the distribution of income for students' families of lower economic status. A couple of other questions were directed toward the present policy for funding of higher education in the state of Illinois. Together these items could be used for formulating administrative policy for the economic benefit of UIUC students.

Another group of items provided attitudinal information about the P/P and CLEP examination programs. These items were supplied by Michael Kane and Eileen Kohen of MARD/OIR. The topics of interest include opinions about whether or not the examinations were fair, if enough information was given to students beforehand, how students viewed the use of the scores, how students prepared for the examinations, and other concerns involving anxiety, cost, etc. Results of these questions would provide data relevant to the information dissemination process and coordination of examination use with academic departments.

Items on advance enrollment were supplied by Dan Perrino of the New Student Week Committee. Many of the items appeared last year in the Pre-College Program Evaluation Questionnaire (PPEQ) (see Research Report No. 345), so they were of longitudinal interest. Since this committee is interested in providing a good program for entering students, results of student opinion are needed to formulate or change existing practices.

Questions concerning high school counselors and University admission's information were written by Walter Washington of the Office of Admissions and Records. These items were designed to yield data relevant to the information dissemination process of the Office of Admissions and Records and to how well information is communicated to prospective students by high school counselors.

The last set of items involving attitudes toward a three-year degree were written by the author and they were included in last year's PPEQ (see Research Report No. 345). These items were requested for inclusion by Richard Tate, the assistant director of the program. The intent of the items was to supply information about how the general freshmen population viewed a time-shortened degree. The main thrust of these items was to determine how acceptable it would be to these students if this optional program was to be offered to all students.

The resulting questionnaire of 109 items is found in Appendix A.

Characteristics of the Sample

Table 1 contains a frequency distribution of the number of students who enrolled in each college and the number of those who responded to the CDQ. The third column of the table gives the proportion of respondents. It can be noted that the 4,502 total respondents account for only 58% of total freshmen enrollment. This present sample is a smaller proportion of freshmen enrollment than has been at the College Diagnostic Testing Session in the past (usually about 70%). Since students in Commerce, Physical Education, and Agriculture account for less than one-half of their respective enrollments, results concerning these three colleges should be interpreted with some degree of caution. It can be assumed that there is no major bias involving the representativeness of the total sample. Although this might be somewhat difficult to prove in this year's sample, no bias has been reported in the results of earlier sessions (see Research Report No. 345).

Results

The results section of this report is organized according to the eight-item content categories. These categories and the corresponding item numbers from the CDQ are listed in Table 2.

For the most part, results are reported in terms of college enrollment and by total respondent percentages. Analyses by sex, whether or not the student attended Summer Advance Enrollment and by Educational Opportunities Program (EOP) vs non-EOP students were not performed because of monetary limitations. The total response percentages for each item are given in Appendix B. The numbers of respondents according to college enrollment are given in Table 3. It is obvious from this table that the total percent for any response is greatly influenced by the College of Liberal Arts and Sciences (LAS) total. This is the main reason for reporting most results by total and by college.

Demographic Items

The high school rank by quarters for CDQ respondents by college is given in Table 4. The high school rank of students in LAS and to a certain extent in Fine and Applied Arts (FAA) is much higher than that reported for other colleges. Physical Education (PE) students appear to have a substantially lower rank.

The results presented in Table 5 indicate that the plurality of students (45.2%) came from large high schools with graduating classes of 500 or more students. This is true for the majority of students in Education (54.4%) and Commerce (51.4%). Students in Agriculture and Aviation tended to come from smaller schools, and the same generalization may be made to a lesser extent with Engineering students.

In general, about two-thirds (64.5%) of the CDQ respondents graduated from high schools which had more than 50% of its graduates go on to college. This result may be noted in Table 6. Students in Commerce and PE tended to come from

high schools sending more of their graduates to college while for Agriculture and Aviation students the opposite appears to be the case.

From Table 7 it can be noted that about two out of every five students (39.7%) came from the suburbs of a large city. Less than 50% of the students in Agriculture and Aviation came from a suburb or a large city. Students in Education and Commerce tended to come from larger population areas than did students from other colleges. The results from Tables 5, 6, and 7 indicate that smaller high schools in less populated areas send a smaller proportion of their graduates to college than other schools. The high school graduates from small schools who do attend college are disproportionately represented in the schools of Agriculture and Aviation.

The racial/ethnic background of the CDQ respondents, as noted in Table 8, shows that there is an almost equal number of Blacks (2.9%) and Puerto Rican/Americans (2.8%). In LAS, the percent of White/Caucasians (92.0%) was smaller than that from other colleges, and Education had the highest percent (5.1%) of Blacks. More than nine out of ten students from each college were White/Caucasian. The results of this CDQ question (Items 5 and 6) should be interpreted with caution because of the unique response scheme (see Appendix A).

The results in Table 9 indicate the distribution of student's parental income by college. These questions (Items 25-27) were designed to determine the proportions of incomes primarily in the lower income categories. The results from Table 9 show that 54.2% of the students' parents have incomes greater than \$15,000. Almost 10% (9.7%) of the parents have incomes less than \$4,000. When parental income is broken down as to college enrollment, it can be noted that parents of Commerce and PE students have higher incomes and parents of Education students have lower incomes in comparison to the other colleges.

Tables 10 and 11 contain results to questions asking students to state the highest level of education obtained by their parents. The results in Table 10 concern father's education level; the results in Table 11 concern mother's education level. It can be noted from Table 10 that 64% of student fathers have had at least some college; the corresponding figure for mothers is 51.5%, but the percent of college graduates for mothers is much lower (45.0% for fathers and 26.2% for mothers). The father's educational level is somewhat higher for students in Commerce and PE and somewhat lower for students in Education, Agriculture, Engineering and Aviation. For mothers, the level of education appears to be higher for PE and FAA students and somewhat lower for Aviation students. The results across colleges for fathers and mothers is consistent except for some cases where the education level achieved by mothers is lower.

Reasons for Attending UIUC and Choice of Institution

Items 7-18 were concerned with the importance of a number of reasons students may have had for coming to UIUC. Among these 12 possible reasons, the academic reputation of this institution (Item 9) was ranked much higher (71.9% ranked as "very important") than any of the other reasons. The second positive ranking was given to "I wanted to live away from home" and the third and fourth were low tuition (Item 13) and the advice of someone who had been here (Item 14), respectively.

Most items were given differential ranking by students in the separate colleges. The importance of relatives was discounted for Engineering students, but more important for PE and Commerce students. Living away from home was more important for Commerce and Education students, but less important for Engineering and Aviation students. The academic reputation of UIUC was less important to students in Agriculture. A good athletic program was rated higher by PE and Commerce students while financial assistance was rated higher by

Education, LAS, and PE students. More LAS students and less Agriculture and PE students ranked low tuition as important. The advice of someone who had been here was more important to students in Commerce and PE. The availability of special educational programs was given higher weight by Education and FAA students than by Commerce students. The other three items yielded minor differences.

Five types of institutions were given to students to rank their first three choices (Items 19-21). The choices were in-state public college or university and its out-of-state counterpart, in-state private college or university and its out-of-state counterpart, and in-state public junior college. For most students (76%), the first choice of institution was in-state public college or university and no differences were found by college enrollment. The second choice of a plurality of students (31%) was an out-of-state public college or university except for LAS students who chose in-state private colleges or universities with about the same frequency as the plurality choice above. The third choice of institution was a virtual tie between the two categories just mentioned. A total of 18.8% of students stated that an in-state public college or university was their third choice and this was true for one quarter of the students in Education and Aviation.

A related item (Item 22) asked students to state their choice of institution if they had not enrolled at UIUC. A majority of those who answered the item (49%) gave another state public institution as their choice. Agriculture students stated that they would be more likely to attend a public junior college than other students. Education and Commerce students would be more likely to attend another Big Ten institution than other students.

*Financial Background Items*¹

Fifty-five percent of the CDQ respondents stated that their choice of institution depended upon cost and quality factors while 29% stated that quality was the most important factor and 6.4% stated that cost was the most important factor. The responses to an item explaining a differential tuition cost policy (Item 24) showed that 22.6% of the students thought that such a policy would affect their choice of study. Almost 40% stated that they did not know if it would affect their choice.

In a related question (Item 30) students were asked to state whether they approved of the present policy of selective taxation through tuition increases or a reform measure for a progressive tax based on ability to pay. The percent of students agreeing with the latter policy was 62.8 while the present policy got 23.3% agreement. Also, 68.7% of the students thought that their parents would agree with the answer the students gave.

Another item (Item 32) asked students to indicate their degree of concern over the finances for their education. The percent of students indicating "major concern" was 17.7, for "some concern" it was 51.4%, and for "none" it was 28.5%. Students were also asked to check nine possible financial sources for their college education as either "major," "minor," or "not a source." The results for these statements, in terms of total response percentages, are given in Table 12. The outstanding major financial source for the students' education comes from parental aid or gifts (71% checked "major"). A substantial secondary source was part-time or summer work and more than one third of the students (36%) are at least somewhat dependent upon scholarships or grants.

¹Income distribution was discussed above.

Entrance Testing: P/P and CLEP

The results for the 28 items (Items 42-69) are given in Tables 13-40. Response percentages are given for the total group and broken down according to college enrollment. Since the item is reproduced at the top of the page with its corresponding responses, the results are readily apparent. Thus, a detailed summary of the results is not necessary, but a review of some more important results is presented.

The first two items (Tables 13 and 14) applied to P/P and CLEP and the last four (Tables 37-40) were general. Most of the other items under this topic were repeated for P/P and then CLEP. That is, items 46-52 (Tables 17-23) for P/P were repeated in items 55-61 (Tables 26-32) for CLEP, and the remaining items were specific for either P/P or CLEP.

The major source of confusion or anxiety about the P/P and CLEP examinations (Table 13) appeared to be "the nature of the different examinations and the material covered by each" (29% checked this response). This result is consistent with that in Tables 23 and 32. The distinction between required and optional tests and between P/P tests were also problems (20% for each). The former distinction caused more problems for Education students than for others.

The next item (see Table 14) involved the student's purpose in seeking credit by examination. Surprisingly, a majority of the students who answered the item (48%) did not seek credit by examination. The remaining alternatives were ranked as follows: (1) 17% checked that they wanted to allow time for more courses in their major (LAS students chose this option with greater frequency than other students); (2) 14% wanted to allow more time for electives and extra-curricular activities (a greater proportion of Engineering students checked this response); (3) 8% would like to complete their degree in less than eight semesters (LAS students were higher here also); (4) 8% were willing to state that they wanted to reduce their course load to get higher grades (FAA students chose this response with *less* frequency).

The results of the P/P examinations appeared to be more useful to students in Commerce, LAS and Engineering than to students in other colleges (Tables 15 and 16). Students in the other colleges do not seem to be as knowledgeable about the examinations or they do not take as many.

According to the students, the opportunity for and the explanation of P/P and CLEP examinations is obtained through UIUC Undergraduate Study Bulletin and the Advance Enrollment Brochure rather than high school counselors or teachers. Of the two most used sources, the Advance Enrollment Brochure holds greater credibility for the student (see Tables 17, 18, 19, 20, 21, 26, 27, 28, 29, and 30). The results from these tables indicate that the Advance Enrollment Brochure and New Student Week activities provided the students with the most complete and accurate information concerning these examinations.

Most students prepare for the P/P and CLEP examinations on their own (Tables 22 and 31), but some prepare via an accelerated high school program. Most students try as hard as possible on P/P examinations (47% overall but higher in Engineering), but 31% tried just fairly hard and 1% purposely did not do as well as they might have.

It is evident from the results in Tables 32-36 that the explanations for CLEP examinations need improvement. A majority of the students who took CLEP would like better information about the content (Table 32) and they would prefer a more detailed description of the types of items. Some students do not remember receiving information and request forms and about half of the students thought that the descriptions were not clear enough to decide whether or not to take the examinations (Tables 33 and 34).

The charge of \$5.00 for each CLEP examination appeared to have little effect on a student's decision to take or not to take the examinations; only 8% gave this as a reason for not taking them (Table 37). About two thirds of the CDQ

respondents would like to see the CLEP examinations given in the spring rather than at Summer Advance Enrollment (Table 38). Student response was mixed toward the possibility of taking CLEP Subject examinations. About 17% (Table 39) said they would take one or more of the examinations (this percent was higher for Commerce and LAS students) and 15% said "no" (this was higher for Engineering students).

Summer Advance Enrollment

The results of the 12 items related to Summer Advance Enrollment are given in Tables 41-52. As with the previous set of items, the response percentages are given for colleges and for the total group of respondents. The item and its responses are given at the top of each table. Many of these items were also utilized in the PPEQ, administered in the fall of 1972, thus allowing some longitudinal comparison. The "participant" responses from the 1972 sample are given below those for the present total sample in each table. The proportion of students in the 1973 sample omitting each item is large because the results were not analyzed separately for only those students who participated in the program.

In general, the students appeared to be satisfied with the Freshman Orientation Meeting (Tables 41-44). There was very little difference between the 1972 and the 1973 results for the item (Item 70, Table 41) which asked if there was enough time for questions and answers; students thought that there was enough time. The slide show also got a favorable review from the students (Item 71, Table 42).

A somewhat divided opinion was obtained when students were asked if the time for the Freshman Orientation should be evenly split between supplying general information and having questions answered (Table 43). About 44% of the students thought that the time should be divided as above (9% "strongly agree" and 35% "agree") while 28% thought not (26% "disagree" and 2% "strongly disagree").

Engineering students and PE students were less positive in the agree category and Education students were more positive in the agree category.

The effectiveness of University students over administrators and faculty in supplying general information (Table 44) was rated higher in the 1973 sample than in the 1972 sample (20% "strongly agree" in 1973 vs 16% "strongly agree" in 1972). Education students, more than students from other colleges, saw the students as being more effective.

From Table 45 it can be noted that students were generally satisfied as to the way and order they received information from the University. Substantial differences among colleges were not evident. The students also felt that they were treated as individuals throughout the admission process (Table 46). Commerce and Education students were somewhat more positive on this item.

Table 47 contains the results of the question "which parents came with you to Summer Advance Enrollment?" With the 1972 sample and again with the 1973 sample, a majority of the students who answered the item brought one or more of their parents with them. The responses for both years are quite similar in that mothers were more likely to come than fathers, and both parents were more likely to come than either parent alone. Students also found it beneficial to have their parents with them during the program (Table 48). The response percentages for both years of data were remarkably similar. From the 1973 data presented in Table 49, the students perceived that the parents felt the day was well spent.

The program appeared to satisfy the needs of most students as evidenced by the responses to Item 79 (Table 50). In both 1972 and 1973, more than three quarters of the students who answered the item agreed. If Summer Advance Enrollment had been a two-day affair, both parents and students would be less likely to attend (see Table 51). In both years' data, 13% of the students stated that neither their parents nor themselves could attend.

A final question in this section asked students if they had taken CLEP tests on their day of Advance Enrollment (Table 52). Only 7.7% or 348 students answered "yes." Of these students, 8.6% were from Commerce, 12.6% were from Engineering, 54.9% were from LAS, 9.2% were from Agriculture, 0.3% were from Aviation, 3.2% were from Education, 8.9% were from FAA and 2.0% were from PE.

High School Counselors

The remaining items in the questionnaire for this section and the following two sections, were not analyzed as to college enrollment. Response proportions for item responses may be found in Appendix B (for this section, Items 82-93).

In general, students were quite negative toward the assistance they received from their high school counselors. Most students (76%) thought their counselors were not of great assistance with the students' emotional problems but that the counselors were somewhat better in dealing with educational problems (39% for agree categories and 54% for disagree categories). Most counselors are not disciplinarians (81% to 12%). About one half (44%) of the students felt that counselors were not accessible at all times, but one half (47%) of the counselors were knowledgeable about students' backgrounds. Most counselors (62% vs 32%) encouraged students to take college-prep subjects, some (12%) encouraged students to take vocational subjects, and almost half (48%) did not advise students as to what subjects to take. Seventy percent of the counselors encouraged the students to go to college, and 23% did not. A majority of the students (51%) saw their counselors less than once a month. A majority of the students (52%) also rated their counselors as "very good" or "good," and 55% stated that the counselors helped them very much or helped them. Nine percent stated that counselors hindered them. In general, the responses to these items were somewhat inconsistent so that the results should be interpreted with caution.

University Admissions Information

As in the previous section, the response proportions for these items (Items 94-100) are given in Appendix B. In general, the students were quite positive toward the information and the process of admission into UIUC. Students felt that their college office personnel presented an accurate account of the University (66% for agree categories and 22% for disagree categories). Three fourths of the students stated that the admission information was correct and 72% stated that financial aids information was correct. Of the CDQ respondents 62% did not think that University resources were presented in a manner to make them appear better than they are. More than one half (52%) thought that their academic advisor during Advance Enrollment gave them good advice; 29% stated the opposite. Finally, the students were quite positive toward the University personnel in that the personnel did not make more commitments than they could provide (59% to 19%) and that 59% vs 20% stated they would suggest other students follow the advice of the personnel they talked with.

Three-Year Degree

The items for student opinions toward a three-year degree (Items 101-108) were also asked in last year's questionnaire. Response proportions for both sets of data can be found in Appendix B. In general, the responses from the 1973 sample were similar to those for the 1972 sample except that the present responses appear to be somewhat more negative.

For the 1972 sample, 85% of the students thought that a three-year degree should be offered to all students; this year 87% agreed but the "strongly agree" response was 13% lower. About one half of the students (46% in 1973 and 49% in 1972) thought the degree would be a good opportunity even though it meant more work. Excluding omits, more than one half of the students who responded each year (46% in 1973 and 48% in 1972) disagreed with the idea that a time-shortened degree would be of value given the present employment outlook.

The 1973 sample was more inclined than the 1972 sample to agree that their educational and personal goals would not be accomplished under such a program (42% to 36%). More than three quarters of the students in each year thought that a time-shortened degree would not lead to an inferior education. On the other hand, both samples of students did think that the program would handicap them in getting into graduate school (55% in 1972 and 54% in 1973). Thirty-six percent of the 1973 sample and 40% of the 1972 sample stated that the program would have more advantages than disadvantages for them. If offered the chance to participate in the program, most students would reject it. About 31% of the 1972 sample and 28% of the 1973 sample said they would participate in the three-year degree program.

A final question, not used in 1972, asked to state whether or not they were in the program. Since only LAS students were eligible, it was surprising to find that (of those who said "yes") 12% were in Commerce, 6% in Engineering, 5% in Agriculture, 6% in FAA, and 4% in PE. Either these colleges also have a program unknown to the general public or students were confused as to the program they are presently in.

TABLE 1

Frequencies and Proportions of Total
Freshman College Enrollment (Fall, 1973) Who Were Administered
the Questionnaire (CDQ)

College	Total Enrollment	CDQ Respondents	Proportion Responding
Com	1095	477	.44
Eng	1021	680	.67
LAS	3625	2238	.62
Ag	856	407	.48
Avi	60	36	.60
Ed	244	136	.56
FAA	626	393	.63
PE	290	131	.45
Not Given	--	4	--
Total	7817	4502	.58

TABLE 2

Content Categories for the Items of the CDQ, Fall 1973

Topic	Items
Demographic	1-6, 25-29
Reasons for attending the U. of I. and Choice of Institution	7-22
Financial Background	23-27, 30-41
Entrance Testing: Placement/Proficiency and CLEP	42-69
Advance Enrollment	70-81
High School Counselors	82-93
University Admissions Information	94-100
Three-Year Degree	101-109

TABLE 3
Respondents by College Enrollment

College	N	Percent of Total
Com	477	10.6
Eng	680	15.1
LAS	2238	49.7
Ag	407	9.0
Avi	36	0.8
Ed	136	3.0
FAA	393	8.7
PE	131	2.9
Unspecified	4	0.1
Total	4502	99.9*

*Does not add to 100% because of rounding error.

Table 4

High School Rank by Quarters (Item 1) According to College Enrollment
(Percent and Frequency of College Total)

College	High School Rank			
	Top Quarter	Second Quarter	Third Quarter	Lowest Quarter
Com	70.0 (334)	27.5 (131)	2.1 (10)	0.2 (1)
Eng	77.5 (327)	20.3 (138)	1.9 (13)	0.1 (1)
LAS	95.0 (2127)	4.2 (93)	0.6 (14)	0.0 (1)
Ag	61.7 (251)	34.6 (141)	3.7 (15)	
Avi	63.2 (23)	33.3 (12)	2.8 (1)	
Ed	72.1 (98)	24.3 (33)	2.2 (3)	0.7 (1)
FAA	84.7 (333)	13.5 (53)	1.5 (6)	
PE	51.9 (68)	38.2 (50)	8.4 (1)	
Total	83.6 (3764)	14.5 (651)	1.6 (73)	0.1 (5)*

*Four students did not specify college enrollment.

Table 5

Number of Students in High School Graduation Class (Item 2)
 According to College Enrollment
 (Percent and Frequency of College Total)

College	Students in Graduating Class				
	50 or Less	51-100	101-249	250-500	Over 500
Com	2.5 (12)	6.1 (29)	13.6 (65)	26.2 (125)	51.4 (245)
Eng	2.9 (20)	7.5 (51)	17.1 (116)	30.0 (204)	42.4 (288)
LAS	2.7 (61)	6.2 (139)	15.6 (349)	29.8 (668)	45.5 (1018)
Ag	8.6 (35)	10.8 (44)	15.7 (64)	27.0 (110)	37.8 (154)
Avi	13.9 (5)	8.3 (3)	13.9 (5)	27.8 (10)	36.1 (13)
Ed	2.9 (4)	6.6 (9)	9.6 (13)	26.5 (36)	54.4 (74)
FAA	2.8 (11)	4.3 (17)	10.9 (43)	34.5 (135)	46.8 (184)
PE	4.6 (6)	2.3 (3)	9.9 (13)	38.9 (51)	43.5 (57)
Total	3.4 (154)	6.6 (296)	14.9 (669)	29.8 (1340)	45.2 (2034)

Table 6

Percent of Students Going on to College (Item 3)
 According to College Enrollment
 (Percent and Frequency of College Total)

College	Percent of Students				
	Under 10%	10-24%	25-49%	50-74%	75% or More
Com	0.6 (3)	5.7 (27)	16.8 (80)	31.4 (150)	42.1 (301)
Eng	1.5 (10)	11.5 (78)	23.7 (161)	31.2 (212)	28.1 (191)
LAS	1.0 (22)	8.6 (192)	22.0 (493)	32.4 (726)	32.4 (725)
Ag	3.4 (14)	11.5 (47)	24.3 (99)	29.0 (118)	24.3 (99)
Avi	- -	19.4 (7)	33.3 (12)	22.2 (8)	19.4 (7)
Ed	- -	6.6 (9)	21.3 (29)	36.0 (49)	33.1 (45)
FAA	0.5 (2)	8.1 (32)	17.8 (70)	33.8 (133)	34.4 (135)
PE	- -	5.3 (7)	15.3 (20)	40.4 (53)	35.9 (47)
Total	1.1 (51)	8.9 (400)	21.4 (965)	32.2 (1449)	32.3 (1452)

Table 7

Area Where Students Grew Up (Item 4)
According to College Enrollment
(Percent and Frequency of College Total)

College	Area				
	Farm or Rural	Small Town	Moderate Size	Suburb	Large City
Com	4.8 (23)	9.2 (44)	21.6 (103)	47.2 (225)	17.0 (81)
Eng	7.6 (52)	13.1 (89)	26.2 (178)	40.1 (273)	12.4 (84)
LAS	5.9 (132)	12.5 (279)	25.5 (570)	38.0 (851)	17.8 (399)
Ag	26.3 (107)	8.8 (36)	20.4 (83)	33.4 (136)	11.1 (45)
Avi	22.2 (8)	19.4 (7)	25.0 (9)	25.0 (9)	8.3 (3)
Ed	3.8 (12)	7.4 (10)	16.2 (22)	50.7 (69)	16.9 (23)
FAA	6.4 (25)	8.3 (33)	30.0 (118)	41.5 (163)	13.5 (53)
PE	3.1 (4)	9.2 (12)	21.4 (28)	48.1 (63)	17.6 (23)
Total	8.1 (364)	11.4 (511)	24.7 (1111)	39.7 (1789)	15.8 (713)

Table 8

Student Racial/Ethnic Group (Items 5 and 6)
by College Enrollment
(Percent* and Frequency of College Total)

College	Race/Ethnic Group					
	White Caucasian	Black Afro-American	American Indian	Oriental	Mexican-American/ Chicano	Puerto Rican- American
Com	94.3 (450)	2.3 (11)	- -	1.9 (9)	2.1 (10)	2.1 (10)
Eng	94.3 (641)	1.6 (11)	0.3 (2)	2.4 (16)	1.5 (10)	2.1 (14)
LAS	92.0 (2059)	4.1 (91)	0.2 (5)	2.2 (50)	1.9 (42)	3.0 (68)
Ag	97.8 (398)	0.5 (2)	- -	1.2 (5)	2.2 (9)	2.7 (11)
Avi	100.0 (36)	- -	- -	- -	- -	5.6 (2)
Ed	93.4 (127)	5.1 (7)	- -	- -	- -	1.5 (2)
FAA	95.7 (376)	1.5 (6)	0.2 (1)	1.5 (6)	2.8 (11)	3.8 (15)
PE	93.1 (122)	2.3 (3)	- -	0.8 (1)	2.3 (3)	1.5 (2)
Total	93.6 (4213)	2.9 (131)	0.2 (8)	1.9 (87)	1.9 (85)	2.8 (125)
						16.5 (744)

*Percents add to more than 100 because of overlapping categories.

Table 9
Student Parental Income (Items 25-27) by College Enrollment
(Percent* and Frequency of College Total)

College	Parental Income Range															
	4000	1000-1999	2000-2999	3000-3999	4000-4999	5000-5999	6000-6999	7000-7999	8000-8999	10000-14999	15000-24999	25000+				
Com	2.9 (14)	3.4 (16)	2.1 (10)	1.5 (8)	2.9 (8)	2.1 (10)	1.0 (5)	2.1 (10)	4.0 (19)	18.2 (87)	32.9 (157)	30.8 (147)				
Eng	1.6 (11)	1.8 (12)	1.8 (12)	1.9 (13)	2.8 (13)	2.1 (14)	1.5 (10)	2.1 (14)	4.8 (33)	27.5 (187)	36.5 (248)	15.6 (106)				
LAS	1.9 (43)	3.6 (81)	2.2 (50)	2.5 (56)	3.2 (72)	1.6 (36)	1.9 (43)	2.5 (56)	4.8 (108)	23.3 (521)	34.0 (760)	20.6 (462)				
Ag	2.0 (8)	2.0 (8)	1.5 (6)	2.0 (8)	2.9 (12)	2.0 (8)	2.0 (8)	2.5 (10)	5.6 (23)	22.6 (92)	32.2 (131)	15.2 (62)				
Avi	-	-	-	8.3 (3)	5.6 (2)	-	-	5.6 (2)	5.6 (2)	30.6 (11)	27.8 (10)	22.2 (8)				
Ed	1.5 (2)	4.4 (6)	1.5 (2)	3.7 (5)	1.5 (2)	1.5 (2)	2.9 (4)	3.7 (5)	9.6 (13)	26.5 (36)	26.5 (36)	15.4 (21)				
FAA	2.8 (11)	3.8 (15)	2.3 (9)	3.0 (12)	3.6 (14)	1.3 (5)	1.8 (7)	1.8 (7)	5.1 (20)	17.8 (70)	31.8 (125)	22.1 (87)				
PE	3.8 (5)	3.0 (4)	1.5 (2)	1.5 (2)	1.5 (2)	0.8 (1)	1.5 (2)	3.0 (4)	6.1 (8)	16.0 (21)	36.6 (48)	24.4 (32)				
Total	2.1 (94)	3.2 (142)	2.0 (91)	2.4 (108)	3.1 (138)	1.7 (76)	1.8 (79)	2.4 (109)	5.0 (226)	22.8 (1026)	33.7 (1516)	20.5 (925)				

*Percent adds to more than 100 because of student marking errors.

Table 10

Highest Level of Student Father's Education (Item 28)
by College Enrollment
(Percent and Frequency of Total)

College	Father's Education Level				
	Elementary School	Some High School	High School Graduate	Some College	College Graduate
Com	3.4 (16)	5.4 (26)	20.8 (99)	17.0 (81)	52.6 (251)
Eng	3.5 (24)	7.9 (54)	27.6 (188)	17.8 (121)	41.5 (282)
LAS	3.2 (72)	6.8 (153)	23.4 (525)	19.5 (436)	44.8 (1002)
Ag	3.4 (14)	4.9 (20)	29.0 (118)	19.6 (80)	41.3 (168)
Avi	8.3 (3)	2.8 (1)	38.9 (14)	16.7 (6)	33.3 (12)
Ed	4.4 (6)	5.9 (8)	28.7 (39)	20.6 (28)	39.7 (54)
FAA	3.8 (15)	5.3 (21)	23.2 (91)	18.1 (71)	48.1 (189)
PE	0.8 (1)	5.3 (7)	15.3 (20)	25.2 (33)	52.7 (69)
Total	3.4 (152)	6.5 (291)	24.3 (1095)	19.0 (857)	45.0 (2027)

Table 11

Highest Level of Student Mother's Education (Item 29)
by College Enrollment
(Percent and Frequency of Total)

College	Mother's Education Level				
	Elementary School	Some High School	High School Graduate	Some College	College Graduate
Com	3.6 (17)	3.4 (16)	40.2 (192)	25.8 (123)	25.6 (122)
Eng	4.0 (27)	7.5 (51)	43.7 (297)	18.5 (126)	24.0 (163)
LAS	2.4 (55)	5.9 (133)	36.0 (805)	27.2 (608)	25.8 (577)
Ag	2.2 (9)	5.6 (23)	38.1 (155)	23.8 (97)	27.8 (113)
Avi	2.8 (1)	5.6 (2)	50.0 (18)	25.0 (9)	16.7 (6)
Ed	2.2 (3)	3.7 (5)	38.2 (52)	27.9 (38)	25.7 (35)
FAA	2.0 (8)	4.1 (16)	34.4 (135)	27.0 (106)	30.5 (120)
PE	2.3 (3)	3.8 (5)	31.3 (41)	26.0 (34)	35.1 (46)
Total	2.7 (124)	5.6 (251)	37.7 (1698)	25.3 (1141)	26.2 (1182)

Table 12

Sources for Financing College Education
(Items 33-41)

Type of Source	Degree of Assistance (Percent)			
	Major	Minor	Not a Source	Omit
Part-time or summer work	38	45	15	2
Savings from full-time employment	13	16	66	4
Spouse's employment	2	1	89	8
Parental or Family aid or gifts	71	16	11	2
Federal benefits from parent's military service	2	3	91	4
G.I. benefits from your military service	1	1	93	5
Scholarship or grant	22	14	60	4
NDEA loans, federally insured loans, or college loans	8	6	81	5
Other repayable loans	3	5	86	6

Table 13

P/P and CLEP

42. My major source of confusion/anxiety about these examinations was:

- A. The distinction between required tests and optional tests.
- B. The distinction between testing for placement and testing for proficiency.
- C. The duplication of credit (the rule which precludes the awarding of credit by examination when credit has already been awarded in the same area from some other source).
- D. The test requirements specific to my school or college.
- E. The nature of the different examinations and the material covered by each.

College	Response Category (%)						N
	A	B	C	D	E	Omit	
Com	18.2	21.2	7.3	10.3	34.0	9.0	477
Eng	19.7	19.4	9.7	10.9	32.2	8.1	680
LAS	19.3	21.0	7.5	14.2	27.9	10.3	2238
Ag	18.9	20.6	6.6	12.3	32.2	9.3	407
Avi	22.2	27.8	0.0	19.4	22.2	8.3	36
Ed	26.5	16.2	6.6	15.4	28.7	6.6	136
FAA	22.4	19.8	6.4	16.5	24.2	10.7	393
PE	24.4	19.8	6.1	9.9	33.6	6.1	131
Total	19.9	20.5	7.5	13.3	29.4	9.5	4502

Table 14

P/P and CLEP

43. My main purpose in seeking credit by examination was (mark E if you did not seek credit by examination):

- A. To complete my undergraduate work in less than 8 semesters.
- B. To allow time for more courses in my major.
- C. To allow more time for electives and extracurricular activities.
- D. To reduce my course load in order to obtain a higher grade point average.
- E. I did not seek credit by examination.

College	Response Category (%)						N
	A	B	C	D	E	Omit	
Com	4.0	9.0	10.5	5.9	65.4	5.2	477
Eng	4.9	16.2	17.2	7.1	50.6	4.1	680
LAS	12.1	19.6	15.8	8.8	38.4	5.3	2238
Ag	2.2	13.5	9.1	9.1	60.4	5.7	407
Avi	0.0	8.3	8.3	8.3	69.4	5.6	36
Ed	5.1	15.4	13.2	5.9	55.1	5.1	136
FAA	5.1	16.3	14.2	3.8	54.2	6.4	393
PE	1.5	10.7	12.2	7.6	63.4	4.6	131
Total	8.0	16.7	14.4	7.7	48.0	5.2	4502

Table 15

P/P and CLEP

44. How useful to you were the results of the P/P examination in planning your schedule?

- A. Very useful
- B. Moderately useful
- C. Slightly useful
- D. Useless

College	Response Category (%)					N
	A	B	C	D	Omit	
Com	14.3	24.3	23.7	17.6	20.1	477
Eng	17.6	27.9	21.9	14.9	17.7	680
LAS	17.4	30.4	21.2	15.9	15.1	2238
Ag	12.8	29.2	24.3	15.5	18.2	407
Avi	5.6	13.9	19.4	36.1	25.0	36
Ed	5.9	16.9	26.5	24.3	26.5	136
FAA	10.2	16.8	21.9	26.0	25.2	393
PE	7.6	19.8	26.0	29.8	16.8	131
Total	15.4	27.3	22.2	17.5	17.6	4502

Table 16

P/P and CLEP

45. How useful were the results of the P/P examination to your advisor in planning your program?

- A. Very useful
- B. Moderately useful
- C. Slightly useful
- D. Useless

College	Response Category (%)					N
	A	B	C	D	Omit	
Com	23.3	26.2	21.0	10.5	19.1	477
Eng	26.8	31.8	14.4	8.2	18.8	680
LAS	25.9	31.2	16.7	9.5	16.8	2238
Ag	17.4	28.0	20.9	13.0	20.7	407
Avi	0.0	13.9	22.2	33.3	30.6	36
Ed	5.1	21.3	31.6	16.9	25.0	136
FAA	11.2	18.3	21.6	23.2	25.7	393
PE	8.4	20.6	27.5	22.9	20.6	131
Total	22.4	28.6	18.4	11.7	19.0	4502

Table 17

P/P and CLEP

46. I first became aware of the opportunity for credit by examination through

- A. My high school counselor
- E. A high school teacher, other than the counselor
- C. The U. of I. Undergraduate Student Bulletin
- D. The New Student Week and Advance Enrollment Programs
- E. Other (please specify on back of answer sheet)

College	Response Category (%)						N
	A	B	C	D	E	Omit	
Com	19.1	8.8	21.4	25.8	5.7	19.3	477
Eng	16.2	14.1	19.9	30.1	6.0	13.7	680
LAS	18.0	14.3	26.1	22.9	5.9	12.7	2238
Ag	17.2	10.6	24.3	25.6	7.9	14.5	407
Avi	16.7	13.9	19.4	22.2	2.8	25.0	36
Ed	15.4	10.3	20.6	21.3	8.1	24.3	136
FAA	16.0	9.4	23.9	26.0	4.6	20.1	393
PE	10.7	8.4	24.4	35.1	5.3	16.0	131
Total	17.3	12.6	24.1	25.1	6.0	14.9	4502

Table 18

P/P and CLEP

47. High School Counselor

- A. Complete and Accurate
- B. Satisfactory (minor inaccuracies)
- C. Unsatisfactory
- D. Grossly inadequate
- E. Source not consulted

College	Response Category (%)						N
	A	B	C	D	E	Omit	
Com	7.5	18.7	12.0	7.8	36.9	17.2	477
Eng	6.2	19.6	10.7	12.4	39.1	12.1	680
LAS	5.7	22.1	12.4	15.6	33.6	10.6	2238
Ag	8.1	20.4	12.0	12.8	35.9	10.8	407
Avi	5.6	22.2	2.8	5.6	38.9	25.0	36
Ed	5.9	21.3	6.6	12.5	30.1	23.5	136
FAA	7.4	15.3	13.2	10.4	36.1	17.6	393
PE	5.3	19.1	18.3	4.6	44.3	8.4	131
Total	6.3	20.5	12.1	13.1	35.5	12.6	4502

Table 19

P/P and CLEP

48. Advanced Enrollment Brochure

- A. Complete and accurate
- B. Satisfactory (minor inaccuracies)
- C. Unsatisfactory
- D. Grossly inadequate
- E. Source not consulted

College	Response Category (%)						N
	A	B	C	D	E	Omit	
Com	23.7	37.9	6.9	3.1	10.5	17.8	477
Eng	25.7	35.6	8.7	2.1	16.0	11.9	680
LAS	21.5	45.2	9.6	2.8	9.6	11.2	2238
Ag	24.3	41.3	6.6	2.7	13.8	11.3	407
Avi	16.7	33.3	5.6	0.0	19.4	25.0	36
Ed	22.1	44.9	3.7	0.7	5.1	23.5	136
FAA	21.9	34.9	7.4	2.5	14.8	18.6	393
PE	26.7	37.4	4.6	0.8	19.8	10.7	131
Total	22.8	41.4	8.4	2.6	11.8	13.1	4502

Table 20

P/P and CLEP

49. Undergraduate Study Bulletin

- A. Complete and accurate
- B. Satisfactory (minor inaccuracies)
- C. Unsatisfactory
- D. Grossly inadequate
- E. Source not consulted

College	Response Category (%)						N
	A	B	C	D	E	Omit	
Com	12.0	30.8	9.4	3.8	25.6	18.4	477
Eng	14.0	29.0	8.5	2.6	33.8	12.1	680
LAS	14.2	36.4	8.8	2.7	25.9	12.0	2238
Ag	14.7	29.5	9.1	2.5	32.2	12.0	407
Avi	5.6	30.6	8.3	0.0	30.6	25.0	36
Ed	10.3	31.6	4.4	2.2	27.2	24.3	136
FAA	16.0	31.3	6.1	2.8	24.4	19.3	393
PE	12.2	31.3	8.4	1.5	35.1	11.5	131
Total	13.9	33.3	8.5	2.7	27.8	13.8	4502

Table 21

P/P and CLEP

50. The source of information that I found most helpful in acquiring more detailed information about the P/P examinations was:

- A. My high school counselor
- B. A high school teacher, other than the counselor
- C. The U. of I. Undergraduate Study Bulletin
- D. The New Student Week and Advance Enrollment Programs
- E. Other

College	Response Category (%)						N
	A	B	C	D	E	Omit	
Com	5.2	4.6	17.4	41.1	12.6	19.1	477
Eng	6.6	2.9	13.5	51.5	13.5	11.9	680
LAS	4.2	3.8	19.9	44.9	14.6	12.6	2238
Ag	6.4	5.4	19.2	39.1	17.0	13.0	407
Avi	2.8	13.9	11.1	38.9	5.6	27.8	36
Ed	5.1	0.7	12.5	47.1	3.8	25.7	136
FAA	4.3	4.6	17.0	39.4	13.5	21.1	393
PE	5.3	4.6	20.6	48.1	11.5	9.9	131
Total	5.0	4.0	18.1	44.6	14.0	14.4	4502

Table 22

P/P and CLEP

51. The work done to prepare me for the P/P examination(s) that I took was done mainly:

- A. On my own
- B. As part of an accelerated high school program
- C. Through special arrangements with personnel in my high school
- D. As part of a special program independent of my high school
- E. Other

College	Response Category (%)						N
	A	B	C	D	E	Omit	
Com	54.5	10.5	2.1	0.6	10.7	21.6	477
Eng	57.2	18.7	1.8	0.6	8.4	13.4	680
LAS	58.0	15.7	1.0	0.8	9.7	14.7	2238
Ag	64.9	6.6	2.0	0.7	9.1	16.7	407
Avi	55.6	8.3	2.8	0.0	8.3	25.0	36
Ed	52.9	8.8	1.5	0.7	8.1	27.9	136
FAA	50.6	12.2	1.0	0.8	9.2	26.2	393
PE	61.1	6.1	3.1	0.0	15.3	14.5	131
Total	57.4	13.9	1.4	0.7	9.6	16.9	4502

Table 23

P/P and CLEP

52. I would have been better prepared for the P/P examination(s)
I took if I had been better informed about the content covered
in the examination(s).

- A. Strongly agree
B. Agree
C. Disagree
D. Strongly disagree

College	Response Category (%)					N
	A	B	C	D	Omit	
Com	31.9	30.8	12.6	3.4	21.4	477
Eng	36.0	33.5	14.3	2.9	13.2	680
LAS	33.3	34.8	15.6	2.9	13.4	2238
Ag	30.7	38.1	15.0	2.2	14.0	407
Avi	22.2	38.9	11.1	0.0	27.8	36
Ed	27.2	36.8	7.4	2.9	25.7	136
FAA	26.5	31.0	16.3	3.6	22.7	393
PE	34.4	32.8	20.6	3.1	9.2	131
Total	32.5	34.2	14.9	2.9	15.4	4502

Table 24

P/P and CLEP

53. In taking the P/P examination(s), I

- A. Tried to do as well as I possibly could
- B. Tried fairly hard
- C. Did not try very hard
- D. Purposely did not do as well as I might have done

College	Response Category					N
	A	B	C	D	Omit	
Com	40.9	30.8	5.2	1.7	21.4	477
Eng	52.6	29.4	5.4	0.7	11.8	680
LAS	47.6	32.8	5.7	1.2	12.6	2238
Ag	47.2	32.4	7.4	1.2	11.7	407
Avi	41.7	33.3	0.0	0.0	25.0	36
Ed	43.4	23.5	7.4	0.0	25.7	136
FAA	47.3	24.4	6.1	0.8	21.4	393
PE	43.5	40.5	5.3	0.8	9.9	131
Total	47.3	31.3	5.8	1.1	14.5	4502

Table 25

P/P and CLEP

54. If your answer to the last question was "C" or "D", check the reason below that best accounts for your lack of effort.

- A. I wanted to make sure that I did not get placed into a course in which I would not be able to handle the work.
- B. I wanted to take at least one course that would be fairly easy in order to insure a good grade.
- C. I do not care much about placement and proficiency and did not want to try very hard.

College	Response Category (%)				N
	A	B	C	Omit	
Com	4.6	2.7	6.3	96.4	477
Eng	5.0	2.5	3.7	88.8	680
LAS	4.7	3.1	5.5	96.7	2238
Ag	7.1	2.9	3.7	86.3	407
Avi	2.8	2.8	11.1	83.3	36
Ed	5.1	1.5	3.7	89.7	136
FAA	4.3	3.3	8.7	83.7	393
PE	2.3	0.8	4.6	92.4	131
Total	4.9	2.8	5.4	86.9	4502

Table 26

P/P and CLEP

55. I first became aware of the opportunity for credit by examination through:

- A. My high school counselor
- B. A high school teacher, other than the counselor
- C. The U. of I. Undergraduate Study Bulletin
- D. The New Student Week and Advance Enrollment program
- E. Other

College	Response Category (%)						N
	A	B	C	D	E	Omit	
Com	5.2	3.1	8.4	12.2	4.4	66.7	477
Eng	5.3	4.0	6.8	14.3	4.6	65.1	680
LAS	6.7	6.3	9.5	14.7	7.9	55.0	2238
Ag	4.4	3.9	7.4	9.1	6.4	68.8	407
Avi	5.6	5.6	11.1	11.1	2.8	63.9	36
Ed	2.9	3.7	7.4	9.6	8.1	68.4	136
FAA	4.8	4.8	8.4	13.2	5.9	62.9	393
PE	4.6	0.8	5.3	9.9	4.6	74.8	131
Total	5.8	5.0	8.5	13.4	6.6	60.8	4502

Table 27

P/P and CLEP

56. The source of information that I found most helpful in acquiring more detailed information about the CLEP examinations was:

- A. My high school counselor
- B. A high school teacher, other than the counselor
- C. The U. of I. Undergraduate Study Bulletin
- D. The New Student Week and Advance Enrollment programs
- E. Other (please specify on back of answer sheet)

College	Response Category (%)						N
	A	B	C	D	E	Omit	
Com	2.7	2.5	6.9	16.1	2.9	68.8	477
Eng	3.1	2.2	6.3	18.1	2.8	67.5	680
LAS	3.4	4.0	8.9	20.4	6.4	56.9	2238
Ag	1.7	3.9	5.7	14.0	4.2	70.5	407
Avi	8.3	5.6	8.3	16.7	0.0	61.1	36
Ed	1.5	4.4	5.1	12.5	5.1	71.3	136
FAA	3.3	3.6	7.9	16.0	4.1	65.1	393
PE	2.3	0.0	5.3	12.2	3.1	77.1	131
Total	3.1	3.4	7.7	18.1	4.9	62.8	4502

Table 28

P/P and CLEP

57. High school counselor

- A. Complete and accurate
- B. Satisfactory (minor inaccuracies)
- C. Unsatisfactory
- D. Grossly inadequate
- E. Source not consulted

College	Response Category (%)						N
	A	B	C	D	E	Omit	
Com	1.9	6.1	5.9	3.4	16.4	66.5	477
Eng	2.5	4.6	4.3	5.9	17.4	65.4	680
LAS	3.1	7.2	6.1	7.3	21.7	54.6	2238
Ag	2.7	4.4	3.7	5.2	15.5	68.6	407
Avi	0.0	5.6	8.3	0.0	27.8	58.3	36
Ed	3.7	4.4	1.5	1.5	20.6	68.4	136
FAA	3.8	5.9	5.6	5.1	16.3	63.4	393
PE	0.0	5.3	5.3	1.5	15.3	72.5	131
Total	2.8	6.2	5.4	5.9	19.2	60.5	4502

Table 29

P/P and CLEP

58. Advanced Enrollment Brochure

- A. Complete and accurate
- B. Satisfactory (minor inaccuracies)
- C. Unsatisfactory
- D. Grossly inadequate
- E. Source not consulted

College	Response Category (%)						N
	A	B	C	D	E	Omit	
Com	8.4	12.4	4.6	2.1	4.2	68.3	477
Eng	7.1	12.2	3.8	2.2	9.1	65.6	680
LAS	9.5	19.4	5.9	1.8	8.0	55.5	2238
Ag	5.2	11.5	6.1	1.7	7.1	68.3	407
Avi	5.6	25.0	2.8	0.0	5.6	61.1	36
Ed	6.6	11.0	2.9	0.7	8.8	69.9	136
FAA	7.9	13.2	2.8	1.8	9.7	64.6	393
PE	3.8	16.8	0.8	0.8	5.3	72.5	131
Total	8.2	16.0	4.9	1.8	7.8	61.3	4502

Table 30

P/P and CLEP

59. Undergraduate Study Bulletin

- A. Complete and accurate
- B. Satisfactory (minor inaccuracies)
- C. Unsatisfactory
- D. Grossly inadequate
- E. Source not consulted

College	Response Category (%)						N
	A	B	C	D	E	Omit	
Com	5.9	9.9	5.2	2.3	9.0	67.7	477
Eng	3.8	10.0	3.5	1.5	15.3	65.9	680
LAS	5.8	15.5	5.1	2.0	15.6	56.0	2238
Ag	5.4	8.4	5.2	1.7	10.8	68.6	407
Avi	8.3	13.9	2.8	0.0	11.1	63.9	36
Ed	4.4	11.0	2.2	0.0	13.2	69.1	136
FAA	5.1	13.2	2.3	1.5	12.5	65.4	393
PE	5.3	11.5	2.3	0.0	6.9	74.0	131
Total	5.4	13.0	4.4	1.7	13.8	61.7	4502

Table 31

P/P and CLEP

60. The work done to prepare me for the CLEP examination(s) that I took was done mainly:

- A. On my own
- B. As part of an accelerated high school program
- C. Through special arrangements with personnel in my high school
- D. As part of a special program independent of my high school
- E. Other

College	Response Category (%)						N
	A	B	C	D	E	Omit	
Com	18.4	2.5	1.0	0.0	5.5	72.5	477
Eng	17.9	4.4	0.6	0.1	5.1	71.8	680
LAS	23.8	7.7	0.9	0.7	6.3	60.6	2238
Ag	16.0	2.9	0.5	0.5	4.4	75.7	407
Avi	22.2	5.6	0.0	5.6	0.0	66.7	36
Ed	16.2	3.7	0.7	0.7	4.4	74.3	136
FAA	17.8	5.3	1.0	1.0	5.9	69.0	393
PE	14.5	0.8	0.8	0.8	6.1	77.1	131
Total	20.6	5.7	0.8	0.6	5.7	66.6	4502

Table 32

P/P and CLEP

61. I would have been better prepared for the CLEP examination(s) I took if I had been better informed about the content covered in the examination(s).

- A. Strongly agree
 B. Agree
 C. Disagree
 D. Strongly disagree

College	Response Category (%)					N
	A	B	C	D	Omit	
Com	8.8	10.5	4.6	1.0	75.1	477
Eng	11.6	8.7	5.9	1.2	72.7	680
LAS	14.6	14.0	8.4	1.4	61.6	2238
Ag	7.9	11.3	4.4	0.2	76.1	407
Avi	8.3	13.9	5.6	5.6	66.7	36
Ed	10.3	8.8	5.1	1.5	74.3	136
FAA	10.7	12.0	5.6	2.8	68.9	393
PE	5.3	9.9	6.1	0.0	78.7	131
Total	12.1	12.1	6.8	1.4	67.6	4502

Table 33

P/P and CLEP

62. I remember receiving the descriptions and request forms
for CLEP General exams.

A. Yes

B. No

College	Response Category (%)			N
	A	B	Omit	
Com	18.0	10.9	71.0	477
Eng	21.0	9.3	69.6	680
LAS	29.9	11.8	58.3	2238
Ag	19.7	8.8	71.4	407
Avi	19.4	13.9	66.7	36
Ed	25.7	2.9	71.3	136
FAA	24.2	9.7	66.2	393
PE	16.0	9.2	74.8	131
Total	25.3	10.5	64.2	4502

Table 34

P/P and CLEP

63. These descriptions were clear and complete enough to enable me to decide if I should take any of the exams.

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree

College	Response Category (%)					N
	A	B	C	D	Omit	
Com	2.7	13.8	8.6	3.4	71.5	477
Eng	4.3	10.6	8.2	5.1	71.8	680
LAS	5.2	16.7	12.5	5.6	59.9	2238
Ag	3.4	12.3	9.1	3.4	71.7	407
Avi	2.8	19.4	8.3	0.0	69.4	36
Ed	2.9	14.0	10.3	2.2	70.6	136
FAA	2.8	17.0	9.7	4.6	65.9	393
PE	3.8	8.4	9.9	3.8	74.0	131
Total	4.3	14.8	10.7	4.8	65.3	4502

Table 35

P/P and CLEP

64. I would have preferred a more detailed description of what types of items would be asked in the CLEP exams.

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree

College	Response Category (%)					N
	A	B	C	D	Omit	
Com	12.4	11.5	3.4	0.8	71.9	477
Eng	12.5	11.8	4.3	0.6	70.9	680
LAS	17.5	17.4	5.6	0.8	58.8	2238
Ag	10.3	12.3	4.4	0.2	72.7	407
Avi	5.6	16.7	5.6	0.0	72.2	36
Ed	12.5	11.8	3.7	1.5	70.6	136
FAA	12.5	15.8	3.6	1.8	66.4	393
PE	9.9	13.7	1.5	0.8	74.1	131
Total	14.6	15.0	4.7	0.8	64.8	4502

Table 36

P/P and CLEP

65. I understood from the descriptions that I could not receive credit for passing a CLEP exam if I previously received college credit in that area from other course work or examinations.

A. Yes

B. No

College	Response Category (%)			N
	A	B	Omit	
Com	15.7	10.7	73.6	477
Eng	18.7	9.9	71.5	680
LAS	29.4	10.3	60.3	2238
Ag	15.0	10.6	74.4	407
Avi	13.9	11.1	75.0	36
Ed	22.1	8.1	69.9	136
FAA	20.4	11.7	68.0	393
PE	15.3	9.9	74.9	131
Total	23.5	10.4	66.1	4502

Table 37

P/P and CLEP

66. The charge of five dollars for the CLEP general examination(s):

- A. Was my main reason for not taking one or more of these exams
- B. Was a secondary reason for not taking one or more of these exams
- C. Had no effect on my decision

College	Response Category (%)				N
	A	B	C	Omit	
Com	7.3	16.8	56.4	19.4	477
Eng	7.6	16.5	63.8	12.0	680
LAS	8.2	15.9	57.3	18.7	2238
Ag	8.1	12.0	52.1	27.7	407
Avi	8.3	11.1	61.1	19.4	36
Ed	7.4	15.4	57.4	19.8	136
FAA	5.9	13.0	59.3	21.9	393
PE	6.9	13.0	61.1	19.1	131
Total	7.8	15.3	58.0	19.0	4502

Table 38

P/P and CLEP

67. CLEP General Exams should be available during the spring pre-college testing program instead of during Summer Advance Enrollment.

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree

College	Response Category (%)					N
	A	E	C	D	Omit	
Com	20.5	47.0	10.5	1.5	20.5	477
Eng	18.8	50.4	12.5	2.1	16.1	680
LAS	24.1	42.2	12.0	2.0	19.6	2238
Ag	19.2	42.0	9.1	1.2	28.5	407
Avi	30.6	38.9	11.1	0.0	19.4	36
Ed	24.3	43.4	11.0	0.7	20.6	136
FAA	18.8	43.8	10.9	1.0	25.4	393
PE	21.4	45.8	11.5	0.8	20.6	131
Total	22.0	44.2	11.6	1.7	20.6	4502

Table 39

P/P and CLEP

68. CLEP Subject Exams are published in a variety of subjects (e.g., American History, Accounting, English Composition). There is a \$15 charge per subject exam. If any subject exams become available at the University of Illinois, I would take one or more of these exams.

- A. Yes
- B. No
- C. Do not know at this time

College	Response Category (%)				N
	A	B	C	Omit	
Com	12.5	12.8	47.4	20.3	477
Eng	14.3	17.9	55.4	12.3	680
LAS	19.8	13.6	49.0	17.7	2238
Ag	12.5	15.5	45.0	27.0	407
Avi	13.9	16.7	52.8	16.7	36
Ed	12.5	13.2	55.1	19.1	136
FAA	10.7	16.3	51.4	21.7	393
PE	13.7	15.3	49.6	21.4	131
Total	17.1	14.6	49.8	18.5	4502

Table 40

P/P and CLEP

69. Did you take the Scholastic Aptitude Test (SAT)?

- A. Yes
B. No

College	Response Category (%)			N
	A	B	Omit	
Com	64.2	26.2	9.6	477
Eng	64.1	28.8	7.0	680
LAS	62.6	26.0	11.5	2238
Ag	50.6	35.6	13.7	407
Avi	50.0	36.1	13.9	36
Ed	69.9	21.3	8.8	136
FAA	64.1	23.4	12.5	393
PE	61.1	29.8	9.2	131
Total	62.1	27.1	10.8	4502

Table 41

Summer Advance Enrollment

70. The 10:00 a.m. FRESHMAN ORIENTATION Meeting (general information session) should have allowed more time for questions and answers.

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree

College	Response Category (%)					N
	A	B	C	D	Omit	
Com	5.2	21.6	46.3	4.6	22.2	477
Eng	5.1	21.3	36.8	4.3	32.5	680
LAS	6.4	20.2	44.1	5.4	23.8	2238
Ag	5.2	20.6	40.0	5.4	28.7	407
Avi	0.0	22.2	52.8	2.8	22.2	36
Ed	5.9	19.9	50.0	5.9	18.4	136
FAA	5.1	19.8	41.5	3.6	30.1	393
PE	6.1	19.8	38.9	5.3	29.8	131
Total	5.8	20.5	42.7	5.0	26.0	4502

Table 42

Summer Advance Enrollment

71. The use of the slide show and the subjects covered as the opening of the FRESHMAN ORIENTATION Meeting provided a quick easy way to get to the questions I wanted to have discussed at this meeting.

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree

College	Response Category (%)					N
	A	B	C	D	Omit	
Com	14.5	48.4	12.4	2.1	22.6	477
Eng	13.4	39.9	11.6	2.2	32.9	680
LAS	15.1	42.9	14.6	3.1	24.3	2238
Ag	12.8	39.8	15.0	3.7	28.7	407
Avi	22.2	47.2	5.6	5.6	19.4	36
Ed	22.8	49.3	7.4	1.5	19.1	136
FAA	13.0	44.0	10.2	2.8	30.0	393
PE	16.0	39.7	11.5	3.8	29.0	131
Total	14.7	43.0	13.2	2.9	26.2	4502

Table 43

Summer Advance Enrollment

72. The 10:00 a.m. FRESHMAN ORIENTATION Meeting (general information) would be more useful if about half of the time would be given to supplying general information and the other half to questions-answers.

- A. Strongly agree
 B. Agree
 C. Disagree
 D. Strongly disagree

College	Response Category (%)					N
	A	B	C	D	Omit	
Com	8.4	40.9	24.1	2.9	23.6	477
Eng	7.2	30.6	26.5	1.9	33.8	680
LAS	9.3	35.2	26.8	2.6	26.1	2238
Ag	10.8	33.4	24.3	2.2	29.2	407
Avi	0.0	61.1	13.9	2.8	22.2	36
Ed	10.3	47.8	22.1	1.5	18.4	136
FAA	10.2	33.6	23.4	2.0	30.8	393
PE	8.4	32.1	25.2	3.1	31.3	131
Total	9.1	35.3	25.6	2.4	27.6	4502

Table 44

Summer Advance Enrollment

73. At the 10:00 a.m. FRESHMAN ORIENTATION Meeting (general information session), University students were more effective than administrators and faculty in supplying general information concerning the University.

- A. Strongly agree
 B. Agree
 C. Disagree
 D. Strongly disagree

College	Response Category (%)					N
	A	B	C	D	Omit	
Com	19.5	39.0	15.5	3.4	22.6	477
Eng	20.4	33.1	10.7	1.9	33.8	680
LAS	20.1	37.3	13.2	2.7	26.7	2238
Ag	22.1	33.4	12.0	1.5	30.9	407
Avi	8.3	50.0	19.4	0.0	22.2	36
Ed	26.5	40.4	9.6	4.4	19.1	136
FAA	20.1	35.4	10.2	2.8	31.6	393
PE	17.6	33.6	14.5	2.3	32.1	131
Total	20.3	36.4	12.7	2.6	28.0	4502

Table 45

Summer Advance Enrollment

74. The way and the order in which I received information from the University on admissions, housing, advance enrollment, New Student Week, etc., was ORDERLY and reasonably clear to me.

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree

College	Response Category (%)					N
	A	B	C	D	Omit	
Com	10.5	47.4	13.6	5.9	22.6	477
Eng	9.3	36.6	14.6	7.1	32.5	680
LAS	9.6	42.2	16.1	7.8	24.4	2238
Ag	10.6	40.8	11.8	7.6	29.2	407
Avi	11.1	52.8	16.7	2.8	16.7	36
Ed	10.3	47.1	16.9	7.4	18.4	136
FAA	12.2	42.5	10.7	4.8	29.8	393
PE	13.0	37.4	13.7	3.8	32.1	131
Total	10.1	41.9	14.7	7.0	26.3	4502

Table 46

Summer Advance Enrollment

75. I felt the University was doing all within its means to treat me as an individual in the admission process and I had the feeling they were anxious to have me as a student.

- A. Strongly agree
 B. Agree
 C. Disagree
 D. Strongly disagree

College	Response Category (%)					N
	A	B	C	D	Omit	
Com	9.0	43.0	17.6	7.3	23.0	477
Eng	8.8	33.8	15.9	9.6	31.9	680
LAS	8.2	35.3	21.1	9.7	25.7	2238
Ag	7.4	37.1	18.4	6.1	31.0	407
Avi	16.7	38.9	27.8	0.0	16.7	36
Ed	8.1	41.9	25.0	7.4	17.6	136
FAA	9.4	34.9	15.8	8.7	31.3	393
PE	9.2	33.6	15.3	6.9	35.2	131
Total	8.5	36.2	19.2	8.8	27.3	4502

Table 47

Summer Advance Enrollment

76. Which of your parent(s) came with you to Summer Advance Enrollment?

- A. Father
- B. Mother
- C. Both parents
- D. Other (relatives)
- E. None

College	Response Category (%)						N
	A	B	C	D	E	Omit	
Com	7.3	13.2	24.7	1.0	33.3	20.3	477
Eng	4.7	9.9	20.4	1.6	31.3	32.1	680
LAS	6.1	16.2	22.6	2.6	30.4	22.1	2238
Ag	4.9	17.0	19.4	5.4	26.5	26.8	407
Avi	11.1	2.8	25.0	0.0	44.4	16.7	36
Ed	5.1	26.5	28.7	2.9	20.6	16.2	136
FAA	7.1	14.2	23.9	2.5	24.9	27.2	393
PE	3.8	19.1	13.0	2.3	31.3	30.5	131
Total	6.0	15.1	22.2	2.5	29.9	24.3	4502

Table 48

Summer Advance Enrollment

77. I found it helpful having my parent(s) with me the day of Summer Advance Enrollment

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree
- E. My parent(s) did not come with me

College	Response Category (%)						N
	A	B	C	D	E	Omit	
Com	5.9	20.5	16.1	2.3	33.3	21.8	477
Eng	4.9	16.6	11.9	3.2	30.7	32.6	680
LAS	6.5	22.1	14.7	2.5	31.1	23.1	2238
Ag	8.4	20.9	11.5	2.5	28.7	28.0	407
Avi	0.0	19.4	19.4	0.0	41.7	19.4	36
Ed	13.2	28.7	16.9	1.5	23.5	16.2	136
FAA	6.1	22.6	13.5	4.1	25.2	28.5	393
PE	5.3	19.1	9.2	1.5	33.6	31.3	131
Total	6.5	21.1	14.0	2.6	30.5	25.3	4502

Table 49

Summer Advance Enrollment

78. My parent(s) said the day was well spent as far as they were concerned.

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree
- E. My parent(s) did not come with me

College	Response Category (%)						N
	A	B	C	D	E	Omit	
Com	10.9	27.7	5.5	1.5	32.5	22.0	477
Eng	8.5	22.5	2.9	2.1	30.3	33.7	680
LAS	9.4	26.6	7.0	2.3	30.5	24.2	2238
Ag	8.1	26.0	5.4	2.5	27.8	30.2	407
Avi	0.0	36.1	2.8	0.0	41.7	19.4	36
Ed	11.0	39.0	8.1	2.2	23.5	16.2	136
FAA	11.5	24.4	7.9	2.3	25.2	28.8	393
PE	8.4	20.6	4.6	1.5	32.8	32.1	131
Total	9.5	26.1	6.1	2.2	29.9	26.3	4502

Table 50

Summer Advance Enrollment

79. In general, the Summer Advance Enrollment Program satisfied my needs at that particular time as an entering student.

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree

College	Response Category (%)					N
	A	B	C	D	Omit	
Com	13.0	50.7	10.9	2.7	22.6	477
Eng	10.1	42.8	9.1	3.2	34.7	680
LAS	10.4	46.6	14.6	3.7	24.8	2238
Ag	12.0	41.8	11.5	4.7	30.0	407
Avi	13.9	52.8	8.3	0.0	25.0	36
Ed	10.3	51.5	14.7	6.6	16.9	136
FAA	12.7	42.7	11.2	4.3	29.1	393
PE	8.4	42.0	9.9	5.3	34.3	131
Total	11.0	45.7	12.6	3.8	26.9	4502

Table 51

Summer Advance Enrollment

80. If the Summer Advance Enrollment Program had been a two-day affair:

- A. Both my parent(s) and I would have been able to come
- B. Neither my parent(s) nor I would have been able to come
- C. I would have been able to come; my parent(s) would not have been able to come

College	Response Category (%)				N
	A	B	C	Omit	
Com	21.8	14.3	39.8	24.1	477
Eng	18.2	11.9	31.3	38.5	680
LAS	23.5	12.2	35.4	28.8	2238
Ag	18.4	15.2	33.4	32.9	407
Avi	19.4	11.1	50.0	19.4	36
Ed	30.1	11.0	38.2	20.6	136
FAA	24.9	10.7	27.5	36.9	393
PE	21.4	13.7	30.5	34.3	131
Total	22.3	12.5	34.4	30.7	4502

Table 52

Summer Advance Enrollment

81. Did you take any of the CLEP tests the day you advance enrolled?

- A. Yes
B. No

College	Response Category (%)			N
	A	B	Omit	
Com	6.3	68.8	24.9	477
Eng	6.5	58.8	34.6	680
LAS	8.5	65.4	26.0	2238
Ag	7.9	60.2	31.9	407
Avi	2.8	72.2	25.0	36
Ed	8.1	73.5	18.4	136
FAA	7.9	60.1	32.1	393
PE	5.3	59.5	35.2	131
Total	7.7	63.9	28.3	4502

Appendix A

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Please respond to all items that apply to you.

1. Use a soft lead pencil (#2) and make a fairly dark mark; do not use fountain pen, ball point pen or colored pencil, as marks from these may not be read by the scanning machine.
2. Fill in the selected response box completely, and try to avoid marking outside of the boxes, do not mark with circles, X's or checks.
3. Erase cleanly if you change a mark, and make the new mark good and dark.
4. Under "Student Number" print your Social Security Number starting in the left hand column. Then blacken the corresponding number boxes.
5. What college are you enrolled in? Mark in all three columns of "Score 1."

No	000
Yes	111

Male	000
Female	111

USE PENCIL ONLY

SCORE 1			SCORE 2			SCORE 3			SCORE 4			STUDENT NUMBER								
1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	4	5	6	7	8	9
												5	2	9	7	4	8	1	9	2
1	1	1				1	1	1	1	1	1									
2	2	2	2	2	2	2	2	2	2	2	2							2	2	2
3	3	3	3	3	3	3	3	3	3	3	3							3	3	3
4	4	4	4	4	4	4	4	4	4	4	4							4	4	4
5	5	5	5	5	5	5	5	5	5	5	5							5	5	5
6	6	6	6	6	6	6	6	6	6	6	6							6	6	6
7	7	7	7	7	7	7	7	7	7	7	7							7	7	7
8	8	8	8	8	8	8	8	8	8	8	8							8	8	8
9	9	9	9	9	9	9	9	9	9	9	9							9	9	9

1. Where did you rank academically in your high school graduating class?
 - A. Top Quarter
 - B. 2nd Quarter
 - C. 3rd Quarter
 - D. Lowest Quarter
2. How many students were in your high school graduating class?
 - A. 50 or less
 - B. 51-100
 - C. 101-249
 - D. 250-500
 - E. Over 500
3. What percentage of students in your high school graduating class went on to college?
 - A. Under 10 percent
 - B. 10-24 percent
 - C. 25-49 percent
 - D. 50-74 percent
 - E. 75 percent or more
4. Where did you live for most of the time while you were growing up?
 - A. On a farm or in a sparsely populated area
 - B. In a small town
 - C. In a moderate-sized town or city
 - D. In a suburb of a large city
 - E. In a large city
5. Are you? (Mark all that apply in items 5 and 6)
 - A. White/Caucasian
 - B. Black/Negro/Afro-American
 - C. American Indian
 - D. Oriental
6.
 - A. Mexican-American/Chicano
 - B. Puerto Rican-American
 - C. Other

Below are some of the reasons that might have influenced your decision to attend this particular college. How important was each reason in deciding to come here? Mark one answer for each statement and use the following response categories:

- A. Very important*
- B. Somewhat important*
- C. Not important*

- 7. My relatives wanted me to come here.
- 8. I wanted to live away from home.
- 9. This college has a very good academic reputation.
- 10. This college has a good athletic program.
- 11. I was offered financial assistance.
- 12. Most of my friends are going to this college.
- 13. Because of low tuition.
- 14. Someone who had been here before advised me to go.
- 15. Because of the special educational programs offered.
- 16. I was not accepted anywhere else.
- 17. My guidance counselor advised me to go.
- 18. I wanted to live at home.

Questions 19-21 refer to the following response categories.

- A. In-state public college or university*
- B. In-state private college or university*
- C. In-state public junior college*
- D. Out-of-state public university or college*
- E. Out-of-state private university or college*

- 19. Which category contains your first choice of institution?
- 20. Which category contains your second choice of institution?
- 21. Which category contains your third choice of institution?

22. If you had not enrolled at Urbana-Champaign, would you have
- A. Enrolled at another state public institution
 - B. Enrolled at a public junior college
 - C. Enrolled at a private institution in the State of Illinois
 - D. Enrolled in a public or private institution in some other state
 - E. Enrolled in another Big Ten Institution
23. Which of the following factors played the most important role of your choice of the University of Illinois at Urbana-Champaign?
- A. Cost factor
 - B. Quality factor
 - C. Both factors
 - D. Neither factor
24. Various governmental critics of higher education have proposed that public institutions pursue a differential tuition cost policy; that is, a student's tuition would be based upon the cost of his program. For example, if you decided to enroll in a "more expensive" program, your tuition would be higher than a student who decided to enroll in a "less expensive" program. Another version of the proposal is that tuition increase after each year of enrollment so that for the freshman and sophomore years, your tuition charge would be half as much as the tuition charged to you in your junior and senior year. Now the question is, would such a policy affect your choice of curriculum of study or professional pursuit?
- A. Yes
 - B. No
 - C. Do Not Know
25. What is your best estimate of the total income last year of your parents (Not your own family, if you are married)? Consider annual income from all sources before taxes. Mark one category of questions 25-27 only.
- A. Less than \$1,000
 - B. \$1,000 to \$1,999
 - C. \$2,000 to \$2,999
 - D. \$3,000 to \$3,999
 - E. \$4,000 to \$4,999
- 26.
- A. \$5,000 to \$5,999
 - B. \$6,000 to \$6,999
 - C. \$7,000 to \$7,999
 - D. \$8,000 to \$9,999
 - E. \$10,000 to \$14,999
- 27.
- A. \$15,000 to \$24,999
 - B. \$25,000 or more

Use the following responses to answer questions 28 and 29.

- A. Elementary school
- B. Some high school
- C. High school graduate
- D. Some college
- E. College Graduate

28. What is the highest level of formal education obtained by your father?
29. What is the highest level of formal education obtained by your mother?
30. The current pressures upon universities to increase tuition is a selective taxation based upon the principal demonstrated above, (#28), that because higher income families "consume" education in a higher proportion than lower income families and because these higher income families are providing a smaller proportion of their total income to support the tax base which supports our public institutions, then these families should be expected to pay selectively a higher "tax" in the form of higher tuition in order to support the state service which they "over-consume." Do you personally believe that
- A. Selective taxation through tuition increases should be allowed to continue?
 - B. We should have tax reform that will lead to a more progressive tax structure based upon ability to pay?
31. Would your parents' response to this question
- A. Be the same as your own?
 - B. Be the opposite of your own?
32. Do you have any concern about your ability to finance your college education?
- A. None (I am confident that I will have sufficient funds)
 - B. Some concern (but I will probably have enough funds to complete college)
 - C. Major concern (not sure I will have enough funds to complete college)

For each item below (33-41) indicate its importance as a source for financing your education. (Mark one answer for each item and use the following key.)

- A. Major source
- B. Minor source
- C. Not a source

33. Part-time or summer work.
34. Savings from full-time employment.
35. Spouse's employment.

Response Key

- A. Major source
- B. Minor source
- C. Not a source

- 36. Parental or family aid or gifts.
- 37. Federal benefits from parent's military service.
- 38. G.I. benefits from your military service.
- 39. Scholarships and grants.
- 40. NDEA loans, federally insured loans, or college loans.
- 41. Other repayable loans.

The following questions refer to both the University of Illinois Placement and Proficiency Tests (P/P) and the College-Level Examination Program (CLEP) General Examinations.

- 42. My major source of confusion/anxiety about these examinations was:
 - A. The distinction between required tests and optional tests.
 - B. The distinction between testing for placement and testing for proficiency.
 - C. The duplication of credit (the rule which precludes the awarding of credit by examination when credit has already been awarded in the same area from some other source).
 - D. The test requirements specific to my school or college.
 - E. The nature of the different examinations and the material covered by each.
- 43. My main purpose in seeking credit by examination was (mark E if you did not seek credit by examination):
 - A. To complete my undergraduate work in less than 8 semesters.
 - B. To allow time for more courses in my major.
 - C. To allow more time for electives and extracurricular activities.
 - D. To reduce my course load in order to obtain a higher grade point average.
 - E. I did not seek credit by examination.

Answer the following questions (44-54) only if you have taken one or more University of Illinois Placement and Proficiency examinations (P/P). Some P/P examinations are required for most entering students.

44. How useful to you were the results of the P/P examination in planning your schedule?
- A. Very useful
 - B. Moderately useful
 - C. Slightly useful
 - D. Useless
45. How useful were the results of the P/P examination to your advisor in planning your program?
- A. Very useful
 - B. Moderately useful
 - C. Slightly useful
 - D. Useless
46. I first became aware of the opportunity for credit by examination through
- A. My high school counselor
 - B. A high school teacher, other than the counselor
 - C. The U. of I. Undergraduate Study Bulletin
 - D. The New Student Week and Advance Enrollment Programs
 - E. Other (please specify on back of answer sheet)

Rate each of the following possible sources of information (47-49) about P/P, in terms of completeness and accuracy. Use the rating scale indicated below and mark "E" if you did not consult the sources.

- A. Complete and accurate
 - B. Satisfactory (minor inaccuracies)
 - C. Unsatisfactory
 - D. Grossly inadequate
 - E. Source not consulted
47. High School Counselor
48. Advanced Enrollment Brochure
49. Undergraduate Study Bulletin
50. The source of information that I found most helpful in acquiring more detailed information about the P/P examinations was:
- A. My high school counselor
 - B. A high school teacher, other than the counselor
 - C. The U. of I. Undergraduate Study Bulletin
 - D. The New Student Week and Advance Enrollment Programs
 - E. Other

51. The work done to prepare me for the P/P examination(s) that I took was done mainly:
- A. On my own
 - B. As part of an accelerated high school program
 - C. Through special arrangements with personnel in my high school
 - D. As part of a special program independent of my high school
 - E. Other
52. I would have been better prepared for the P/P examination(s) I took if I had been better informed about the content covered in the examination(s).
- A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
53. In taking the P/P examination(s), I
- A. Tried to do as well as I possibly could
 - B. Tried fairly hard.
 - C. Did not try very hard.
 - D. Purposely did not do as well as I might have done.
54. If your answer to the last question was "C" or "D", check the reason below that best accounts for your lack of effort.
- A. I wanted to make sure that I did not get placed into a course in which I would not be able to handle the work.
 - B. I wanted to take at least one course that would be fairly easy in order to insure a good grade.
 - C. I do not care much about placement and proficiency and did not want to try very hard.

Answer the following questions (55-65) only if you have taken one or more College-Level Examination Program (CLEP) General test(s).

55. I first became aware of the opportunity for credit by examination through:
- A. My high school counselor
 - B. A high school teacher, other than the counselor
 - C. The U. of I. Undergraduate Study Bulletin
 - D. The New Student Week and Advance Enrollment programs
 - E. Other

56. The source of information that I found most helpful in acquiring more detailed information about the CLEP examinations was:

- A. My high school counselor
- B. A high school teacher, other than the counselor
- C. The U. of I. Undergraduate Study Bulletin
- D. The New Student Week and Advance Enrollment programs
- E. Other (please specify on back of answer sheet)

Rate each of the following possible sources of information (57-59) about CLEP in terms of completeness and accuracy. Use the rating scale indicated below and mark "E" if you did not consult the sources.

- A. Complete and accurate*
- B. Satisfactory (minor inaccuracies)*
- C. Unsatisfactory*
- D. Grossly inadequate*
- E. Source not consulted*

57. High school counselor

58. Advanced Enrollment Brochure

59. Undergraduate Study Bulletin

60. The work done to prepare me for the CLEP examination(s) that I took was done mainly:

- A. On my own
- B. As part of an accelerated high school program
- C. Through special arrangements with personnel in my high school
- D. As part of a special program independent of my high school
- E. Other

61. I would have been better prepared for the CLEP examination(s) I took if I had been better informed about the content covered in the examination(s).

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly disagree

62. I remember receiving the descriptions and request forms for CLEP General exams.

- A. Yes
- B. No

63. These descriptions were clear and complete enough to enable me to decide if I should take any of the exams.

- A. Strongly agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

64. I would have preferred a more detailed description of what types of items would be asked in the CLEP exams.
- A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
65. I understood from the descriptions that I could not receive credit for passing a CLEP exam if I previously received college credit in that area from other course work or examinations.
- A. Yes
 - B. No

66. The charge of five dollars for the CLEP general examination(s):
- A. Was my main reason for not taking one or more of these exams
 - B. Was a secondary reason for not taking one or more of these exams
 - C. Had no effect on my decision
67. CLEP General Exams should be available during the spring pre-college testing program instead of during Summer Advance Enrollment.
- A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
68. CLEP Subject Exams are published in a variety of subjects (e.g., American History, Accounting, English Composition). There is a \$15 charge per subject exam. If any subject exams become available at the University of Illinois, I would take one or more of these exams.
- A. Yes
 - B. No
 - C. Do not know at this time
69. Did you take the Scholastic Aptitude Test (SAT)?
- A. Yes
 - B. No

Items 70-81 refer to the Summer Advance Enrollment Programs. Please use the following response categories for items 70-75. (Skip to #82 if you did not attend the program.)

- A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
70. The 10:00 a.m. FRESHMAN ORIENTATION Meeting (general information session) should have allowed more time for questions and answers.
71. The use of the slide show and the subjects covered as the opening of the FRESHMAN ORIENTATION Meeting provided a quick easy way to get to the questions I wanted to have discussed at this meeting.
72. The 10:00 a.m. FRESHMAN ORIENTATION Meeting (general information) would be more useful if about half of the time would be given to supplying general information and the other half to questions-answers.
73. At the 10:00 a.m. FRESHMAN ORIENTATION Meeting (general information session), University students were more effective than administrators and faculty in supplying general information concerning the University.
74. The way and the order in which I received information from the University on admissions, housing, advance enrollment, New Student Week, etc., was ORDERLY and reasonably clear to me.
75. I felt the University was doing all within its means to treat me as an individual in the admission process and I had the feeling they were anxious to have me as a student.

76. Which of your parent(s) came with you to Summer Advance Enrollment?
- A. Father
 - B. Mother
 - C. Both parents
 - D. Other (relatives)
 - E. None
77. I found it helpful having my parent(s) with me the day of Summer Advance Enrollment.
- A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
 - E. My parent(s) did not come with me

78. My parent(s) said the day was well spent as far as they were concerned.
- A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
 - E. My parent(s) did not come with me
79. In general, the Summer Advance Enrollment Program satisfied my needs at that particular time as an entering student.
- A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
80. If the Summer Advance Enrollment Program had been a two-day affair:
- A. Both my parent(s) and I would have been able to come
 - B. Neither my parent(s) nor I would have been able to come
 - C. I would have been able to come; my parent(s) would not have been able to come
81. Did you take any of the CLEP tests the day you advance enrolled?
- A. Yes
 - B. No

Below are some statements (82-90) about high school counseling. Please mark the response most closely corresponding to your situation according to the following key:

- A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
82. My high school counselor(s) was (were) of great assistance to me in my emotional problems.
83. My high school counselor(s) was (were) of great assistance to me in my educational problems.
84. My high school counselor(s) was (were) the disciplinarian(s) for the school.
85. My high school counselor(s) was (were) readily accessible to me at all times.
86. My high school counselor(s) knew me well and was (were) very knowledgeable about my background and family.
87. My high school counselor(s) encouraged me to take academic-oriented (college prep) subjects.

Response Key

- A. *Strongly agree*
- B. *Agree*
- C. *Disagree*
- D. *Strongly disagree*

- 88. My high school counselor(s) encouraged me to take vocational subjects.
- 89. My high school counselor(s) did advise me as to what subjects to take.
- 90. My high school counselor(s) encouraged me to attend a college or university.
- 91. On the average, I saw my counselor:
 - A. 6 to 8 times a month
 - B. 3 to 5 times a month
 - C. 1 to 2 times a month
 - D. Less than once a month
- 92. My high school counselor(s) was (were):
 - A. Very good
 - B. Good
 - C. Poor
 - D. Very poor
- 93. The counselor(s) at my school:
 - A. Helped me very much
 - B. Helped me
 - C. Did not help me
 - D. Hindered me

Below are some statements (94-100) about information you received from University personnel prior to enrolling. Please mark one answer for each item using the following responses:

- A. *Strongly agree*
- B. *Agree*
- C. *Disagree*
- D. *Strongly disagree*

- 94. My college office personnel presented an accurate account of the University.
- 95. All admission information provided by University personnel was correct.
- 96. The University financial aids information was correct.
- 97. The University resources were presented in a manner to make them appear better than they are.
- 98. My academic advisor during advance enrollment gave me factual and accurate academic advice.

Response Key

- A. *Strongly agree*
- B. *Agree*
- C. *Disagree*
- D. *Strongly disagree*

99. The University personnel I talked with made more commitments than they provided after I enrolled.
100. I would suggest that students follow the advice of the University personnel who talked with me.

The following statements (101-108) refer to a study of time-shortened (six full semesters) college degree program that is presently being undertaken at the University of Illinois. Students in the program are required to obtain a minimum of 108 hours of credit (some of which is waived by examination and some of which is obtained in special large credit multi-disciplinary classes). You are asked to state your attitude towards such a program whether or not you are involved in the experiment. Respond as follows:

- A. *Strongly agree*
- B. *Agree*
- C. *Disagree*
- D. *Strongly disagree*

101. I believe that the University of Illinois should offer the alternative of a three-year program to all students.
102. Even though obtaining a degree in three years would require more work, I think it would be a good opportunity for me.
103. Given the present employment outlook, I believe that it would be of great value for me to obtain a bachelor's degree in less than four years.
104. My educational and personal goals would not be accomplished if I graduated under the three-year degree program.
105. Students who were able to graduate under the three-year degree program would probably receive an inferior education.
106. In contrast to those students who graduate in the traditional four years, I would guess that those students graduating under the three-year degree program would probably have less difficulty in being accepted to graduate or professional school.
107. In general, I believe the three-year degree program would have more advantages than disadvantages for me.
108. Even though the three-year degree program is experimental, I would like to participate in it.
109. I am presently an experimental (SSC student) subject in this study.
- A. *Yes*
 - B. *No*

Appendix B

Response Proportions for CDQ Items

*Responses from 1972 results of the PPEQ are indicated by "(1972)" following the item number of the 1973 CDQ.

Response Proportions for CDQ Items

Item	A	B	C	D	E	Omit
1	0.84	0.14	0.02	0.00	-	0.00
2	0.03	0.07	0.15	0.30	0.45	0.00
3	0.01	0.09	0.21	0.32	0.32	0.04
4	0.08	0.11	0.25	0.40	0.16	0.00
5	0.94	0.03	0.00	0.02	-	0.01
6	0.02	0.03	0.17	-	-	0.79
7	0.07	0.23	0.68	-	-	0.02
8	0.35	0.41	0.22	-	-	0.01
9	0.72	0.23	0.04	-	-	0.01
10	0.06	0.24	0.69	-	-	0.02
11	0.12	0.13	0.73	-	-	0.02
12	0.03	0.22	0.73	-	-	0.01
13	0.23	0.40	0.35	-	-	0.01
14	0.17	0.44	0.37	-	-	0.01
15	0.17	0.28	0.53	-	-	0.01
16	0.02	0.03	0.93	-	-	0.02
17	0.05	0.21	0.72	-	-	0.02
18	0.02	0.02	0.93	-	-	0.03
19	0.76	0.05	0.01	0.09	0.07	0.01
20	0.26	0.24	0.07	0.31	0.08	0.03
21	0.19	0.23	0.13	0.23	0.17	0.05
22	0.49	0.06	0.13	0.23	0.08	0.02
23	0.06	0.29	0.55	0.08	-	0.01
24	0.23	0.38	0.37	-	-	0.02
25	0.02	0.03	0.02	0.02	0.03	0.87
26	0.02	0.02	0.02	0.05	0.23	0.66
27	0.34	0.21	-	-	-	0.45
28	0.03	0.06	0.24	0.19	0.45	0.02
29	0.03	0.06	0.38	0.25	0.26	0.02
30	0.23	0.63	-	-	-	0.13
31	0.69	0.14	-	-	-	0.17
32	0.29	0.51	0.18	-	-	0.02

Response Proportions for CDQ Items (cont.)

Item	A	B	C	D	E	Omit
33	0.38	0.45	0.15	-	-	0.02
34	0.13	0.16	0.66	-	-	0.04
35	0.02	0.01	0.89	-	-	0.08
36	0.71	0.16	0.11	-	-	0.02
37	0.02	0.03	0.91	-	-	0.04
38	0.01	0.01	0.93	-	-	0.05
39	0.22	0.14	0.60	-	-	0.04
40	0.08	0.06	0.81	-	-	0.05
41	0.03	0.05	0.86	-	-	0.06
42	0.20	0.20	0.07	0.13	0.29	0.10
43	0.08	0.17	0.14	0.08	0.48	0.05
44	0.15	0.27	0.22	0.18	-	0.17
45	0.22	0.29	0.18	0.12	-	0.19
46	0.17	0.13	0.24	0.25	0.06	0.15
47	0.06	0.20	0.12	0.13	0.35	0.13
48	0.23	0.41	0.08	0.03	0.12	0.13
49	0.14	0.33	0.08	0.03	0.28	0.14
50	0.05	0.04	0.18	0.45	0.14	0.14
51	0.57	0.14	0.01	0.01	0.10	0.17
52	0.33	0.34	0.15	0.03	-	0.16
53	0.47	0.31	0.06	0.01	-	0.14
54	0.05	0.03	0.05	-	-	0.87
55	0.06	0.05	0.08	0.13	0.07	0.61
56	0.03	0.03	0.08	0.18	0.05	0.63
57	0.03	0.06	0.05	0.06	0.19	0.60
58	0.08	0.16	0.05	0.02	0.08	0.61
59	0.05	0.13	0.04	0.02	0.14	0.62
60	0.21	0.06	0.01	0.01	0.06	0.67
61	0.12	0.12	0.07	0.01	-	0.67
62	0.25	0.11	-	-	-	0.64
63	0.04	0.15	0.11	0.05	-	0.66
64	0.15	0.15	0.05	0.01	-	0.65

Response Proportions for CDQ Items (cont.)

Item	A	B	C	D	E	Omit
65	0.23	0.10	-	-	-	0.65
66	0.08	0.15	0.58	-	-	0.20
67	0.22	0.44	0.12	0.02	-	0.21
68	0.17	0.15	0.50	-	-	0.19
69	0.62	0.27	-	-	-	0.11
70	0.06	0.21	0.43	0.05	-	0.25
(1972)	0.05	0.27	0.53	0.11	-	0.04
71	0.15	0.43	0.13	0.03	-	0.26
72	0.09	0.35	0.26	0.02	-	0.27
73	0.20	0.36	0.13	0.03	-	0.28
(1972)	0.16	0.49	0.25	0.06	-	0.04
74	0.10	0.42	0.15	0.07	-	0.26
75	0.09	0.36	0.19	0.09	-	0.27
76	0.06	0.15	0.22	0.03	0.30	0.24
(1972)	0.07	0.17	0.27	0.03	0.44	0.01
77	0.06	0.21	0.14	0.03	0.30	0.25
(1972)	0.10	0.28	0.13	0.03	0.45	0.03
78	0.09	0.26	0.06	0.02	0.30	0.26
79	0.11	0.46	0.13	0.04	-	0.27
(1972)	0.11	0.67	0.14	0.05	-	0.03
80	0.22	0.13	0.34	-	-	0.30
(1972)	0.27	0.13	0.54	-	-	0.06
81	0.08	0.64	-	-	-	0.29
82	0.03	0.12	0.34	0.42	-	0.08
83	0.09	0.30	0.28	0.27	-	0.07
84	0.03	0.09	0.34	0.47	-	0.08
85	0.13	0.37	0.25	0.19	-	0.07
86	0.14	0.33	0.27	0.21	-	0.07
87	0.23	0.39	0.18	0.14	-	0.07
88	0.02	0.10	0.47	0.32	-	0.09
89	0.07	0.38	0.29	0.19	-	0.08
90	0.27	0.43	0.13	0.10	-	0.08

Response Proportions for CDQ Items (cont.)

Item	A	B	C	D	E	Omit
91	0.07	0.12	0.24	0.51	-	0.06
92	0.16	0.36	0.23	0.18	-	0.06
93	0.10	0.45	0.30	0.09	-	0.06
94	0.08	0.58	0.17	0.05	-	0.11
95	0.13	0.62	0.12	0.03	-	0.09
96	0.10	0.62	0.11	0.03	-	0.16
97	0.04	0.22	0.55	0.07	-	0.12
98	0.11	0.41	0.18	0.11	-	0.21
99	0.03	0.16	0.52	0.07	-	0.22
100	0.07	0.52	0.16	0.04	-	0.21
101	0.30	0.47	0.11	0.02	-	0.10
(1972)	0.43	0.42	0.05	0.01	-	0.08
102	0.16	0.30	0.38	0.07	-	0.10
(1972)	0.18	0.31	0.34	0.08	-	0.08
103	0.14	0.29	0.40	0.06	-	0.11
(1972)	0.16	0.27	0.41	0.07	-	0.09
104	0.12	0.30	0.36	0.10	-	0.12
(1972)	0.09	0.27	0.40	0.14	-	0.09
105	0.04	0.17	0.52	0.15	-	0.12
(1972)	0.02	0.13	0.53	0.21	-	0.09
106	0.04	0.28	0.47	0.07	-	0.13
(1972)	0.04	0.31	0.48	0.07	-	0.10